

Appendix G: Campus Supervised Summary and Validation Report



Campus Supervised Summary and Validation Report

Directions: This report should summarize all Campus Supervised Internship Activities that have been completed. You will document your activities on this form and submit the completed form in your 12th course.

- The Internship requires a minimum of 150 campus supervised internship activities. These activities should match the candidates' Internship Plan activities.
- The intern must use the 38 leadership activities, located in their textbook (pages 22-65) as the starting point for these activities. There needs to be a minimum of 38 Campus- Supervised entries that encompasses the 38 leadership activities and nine competencies. ***Educational Technology Leadership candidates must include the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards in addition to the 38 principal leadership activities.***
- All columns are required for completion of form.
- Name: Patricia Startz
- Total Number of hours 2583.2

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Prepared September 2012
by Patricia Startz: For EDLD 5398 Intern for Principal Final Course

2583.2 Total

Technology Internship Supervised Hours - 2428.97

Domain	Competency	Date Started	Month 1 - May	Month 2 - June	Month 3 - July	Month 4 - Aug	Month 5 - Sep	Month 6 - Oct	Month 7 - Nov	Month 8 - Dec	Month 9 - Jan	Month 10 - Feb	Month 11 - march	Month 12 - April	Month 13 - May	Month 14 - June	Month 15 - July	Month 16 - Aug	Month 17 - Sep	SubTotal
I	TF-I.A	May-11				22.5	21	30	29.7								8.2	2		113.4
	TF I. B	May-11	0.22			30.5	21	30	20.4								8.2	2		112.32
II	TF II.A	Jul-11			3.5	6			7		4		12				8.2	4		44.7
	TF.II.B.	Feb-12			4						3	10.1	6					4		27.1
	TF. II.C	Jun-11	2	2								2	6				8.2	6		26.2
	TF.II.D	Feb-12															8.2	3		11.2
	TF.II.E	Feb-12									0.75	3	6			4		12		25.75
	TF.II.F.	Aug-12							9							4		5		18
III.	TF. III.A	Aug-12			2							1				4.4		4		11.4
	TF. III.B	May-11	0.81						9			4.25				4		4		22.06
	TF. III.C	May-11	0.07									1				4		4		9.07
	TF. III.D	May-11	0.07									1				4		4		9.07
	TF. III.E	Aug-12						10				1						5		16
IV.	TF. IV.A	Feb-12										5		2	22.4			1		30.4

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	TF. IV.B	Jul-11			31	21.5	25.5	30	15		4	21	8	3	7.2			6		172.2
	TF. IV.C	Aug-12				21.5	24.5	30				2.5	8	5	11.4			37		139.9
V.	TF. V.A	Jun-12									4	6		5	4	4		20		43
	TF. V.B	Feb-12										6		3.4	8.2			1		18.6
	TF. V.C	Sep-11					12		7	3		2.2	18	5	4			6		57.2
	TF. V.D	May-11	0.22	0.5	0.5	0.75	6.5	6.15	18	0.5	4	2.5	3.5	6.9	2.9	4	10.5	5	0.5	72.92
VI.	TF. VI.A	May-11	0.61									4	6	3.4	14			4		32.01
	TF. VI.B	Jul-12		5							4	6	8		10.4		8.8	5		47.2
	TF. VI.C	Oct-11							5			4.2			10.4		8.8	5		33.4

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	TF. VI.D	Feb-12									7	4.2	14	6.2	10.4		8.8	5		55.6
	TF. VI.E	Mar-12									7			4.5			8.8	5		25.3
VII.	TF. VII.A	May-11	21	58.5	26	36	11	25	12		43	10.4	17	65.1	48	53	24.8	10		460.8
	TF. V.II.B	May-11	4	58.5	7.5				16	2	54	61	22	54.4	33	53	13.4	6		384.8
	TF. V.II.C	Jun-11		58.5		15				2	1				12	39	28	6		161.5
VIII.	TF. V.III.A	Aug-11				5.25				22	1								1	29.25
	TF. V.III.B	Aug-11				5.25				21.5	15	4.2							1	46.95
	TF. V.III.C	Aug-11				1		1		23	8	1			1	35	10	2	5	87
	TF. V.III.D	Aug-11				5.25		2	2	18	7	1			3.62		10	10	1	59.87
	TF. V.III.E	May-12															17.8	6	1	24.8
	Completed	Sep-12	29	183	74.5	170.5	131.5	154.15	150.1	92	166.75	164.55	134.5	163.9	202.92	212.4	190.7	199	9.5	2428.97

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Princial Campus Supervised Activities - 154.25																				
Standard	Competency	Month Starte	Month 1 - May	Month 2 - June	Month 3- July	Month 4 - Aug	Month 5- Sep	Month 6 - Oct	Month 7 - Nov	Month8 - Dec	Month9 - Jan	Month10 - Feb	Month 11- march	Month 12 April	Month13 - May	Month 14 June	Month 15 July	Month 16 Aug	Month 17 Sep	
I	1	Jun-11		0.5						1										1.5
	2	Sep-11					1	1	1	1	1	1	1			1				8
	3	Sep-11					0.5	0.5	0.5	0.5	0.5	0.5	0.5			0.5	0.5	4		8.5
	4	Sep-11					0.25	0.25	0.25	0.25	0.25	0.25	0.25							1.75

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	5	Sep-11					0.25	0.25	0.25	0.25	0.25	1	0.25			1	1	1	1	6.5
	6	Dec-11								0.5										0.5
II	7	Sep-12																	0.5	0.5
	8	Jul-11				9										1	1		0.5	11.5

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	9	May-11	1	0.5											1					2.5
	10	Jun-11		0.5															0.5	1
	11	Oct-11						2	2	2	2	2	2	2	2					16
	12	Oct-11						5	5	5	5									20
	13	Dec-11								4										4
	14	Aug-11				6		1						1				14.5	5.5	28

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[illegible]

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[illegible]

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	38	Sep-12																	0.5	0.5
	Completed	Sep-12	6.5	1.5	14.5	6	2	11	13	16.5	9	4.75	4.5	3	5	8.5	2.5	20.5	25.5	154.25
																		Total Campus Supervised Hours	2583.22	

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Technology Internship Supervised Hours

Domain	Competency	Date Completed	Time Spent	Activity Description	Reflection
I	TF-I.A	12-Aug	113.4	Evaluated campus StarChart to determine campus weakness and what Professional Development might be beneficial.	Starcharts completed late this year, but showed staff needs work with technology tools to improve skills.
	TF I. B	12-Aug	112.32	Offer a variety of just in time professional development	As teachers needed help, I analyzed their needs and provided on the spot technical support and mini trainings.
II	TF II.A	12-Aug	44.7	Research and disseminated CyberSafety and ethics materials, training appropriate for each grade level. Locate, create, and disseminate diverse learning resources.	Located CyberSafety instructional units through TCEA connections. Disseminated to all teachers with beginning in-service and notebooks. Also provided links to UDL.org for special needs students.
	TF.II.B.	12-Aug	27.1	Locate and evaluate current teaching and learning with technology resources for blogs, wikis and other edtech resources.	This was part of at least two different embedded assignments. It has been included in the appropriate course embedded logs and posted on the wiki and journalized in my blog. There are many resources on our website at: https://sites.google.com/site/edld53648035g2/
	TF. II.C	12-Aug	26.2	Identify and evaluate sites and resources for suitability based on ISTE and NET-S standards. The site at the right does that and it was evaluated for a grade.	https://sites.google.com/site/edld53648035g2/
	TF.II.D	12-Aug	11.2	Identify and evaluate options for the management of technology resources within the context of learning activities.	This happens regularly when anyone needs ink, needs disks, needs help to complete a task, the network goes down, before in-service. I prepare and provide the information so the teachers can be prepared and we can make the most of our time together.
	TF.II.E	12-Aug	25.75	Continually evaluate a variety of strategies to manage student learning in a technology enhanced environment and disseminate through professional development activities. Provide Starchart rubrics, assessment data to fix learning gaps using technology.	Monitored teachers while instruction in progress upon invitation and provided help with technical issues of presentations. Determined extra supplies needed for teaching and learning with CSOPE and TxElS really needs a rubric grading chart. That was added over the summer.
	TF.II.F.	12-Aug	18	Identify and evaluate the instructional design principles associated with the development of technology resources for implementation of CSOPE.	The key principal is that of a K-12 aligned curriculum built on the 5E instructional model except for ELA.
III.	TF. III.A	12-Aug	11.4	Design methods and strategies for teaching concepts and skills that support the integration of technology productivity tools that better integrate teacher Net-T and student Net-S skills utilizing CSOPE exemplar lessons either directly or indirectly. Work with 8th grade teachers to enhance the end of year summary project that demonstrates students technology applications skills	CSOPE lessons involve teachers in creating many manipulatives, utilizing their workstations for online presentations, movies, and interactive assessments. The 8th grade project is a large project that extends over most of the last six weeks. It assesses ELA writing, typing, spreadsheet, desktop publishing, online research, and database skills.
	TF. III.B	12-Aug	22.06	Design methods and strategies for integrating resources and support for diverse learners.	I have provided teachers with links to the website our class created in its embedded project. It has links to many public help organizations plus links to the UDL.org site which houses many resources for diverse learners.
	TF. III.C	12-Aug	9.07	Design methods and model strategies for teaching problem-solving skills using technology resources.	The 5364 site provides lesson demonstrations that challenge students and encourage deeper level thinking. The exemplar lessons within CSOPE and the activities within should also do this.
	TF. III.D	12-Aug	9.07	Design methods and model classroom management strategies for teaching technology concepts and skills used in PK-12 environments. Refer to Activity L.IIE. which will utilize Texas StarCharts, LoTi, NCREL, NETT & NETS to guide design methods and model classroom management strategies in classroom, small group, individual and computer/science lab settings for teaching technology concepts and skills.	The many exemplar lesson within CSOPE will provide these strategies to help teachers integrate collaborative learning and technology using the 5E model. The EDLD5364 site also provides resources of this nature.
	TF. III.E	12-Aug	16	Disseminate curricular methods and strategies that are aligned with district/regional/state/national content and technology standards and investigate how to utilize technology to support the effort.	Research revealed the necessity to align our K-12 curriculum, and the tool to do it, CSOPE. It provides rigorous technology enhanced and technology based curriculum that reinforces and utilizes NET-T and NET-S. It did not get implemented until recently, but there should be initial artifacts.
IV.	TF. IV.A	12-Aug	30.4	Facilitate the development of a variety of techniques using technology to assess learning. And provide resources for the processes.	The CSOPE package provides a variety of assessment methods that utilize technology including quizzes, full blown assessments, rubrics, etc, electronic response devices, etc.

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	TF. IV.B	12-Aug	172.2	Identify and procure technology resources to aid in the analysis and interpretation of data. AEIS, TxEis, key tools.	FCISD utilizes the TxEIS student information System to collect attendance, grade, and financial data. The district also utilizes AEIS data which is received via the internet. The information is retrieved via broadband connections to my local harddrive; I utilize wordprocessors, spreadsheets, calculators, printers, etc. to analyze and compile the data into meaningful reports useful for school improvement. District infrastructure began failing about midway into the year, it finally had to be replaced.
	TF. IV.C	12-Aug	139.9	Examine and apply the results of the research project.	I examined our STAAR assessment results for the 9th grade to verify for that class many learning gaps exist. Research dictates curriculum alignment K-12, and the tool to fix it CSCOPE. It has been deployed, teachers have been trained and administrators have received additional instruction and data to further support the need for the process.
V.	TF. V.A	12-Aug	43	Design, prepare, and conduct professional development at the school/district level and at professional technology conferences.	I designed and presented a Cybersafety presentation, a CSCOPE presentation, and I created mini "How-To" Lessons for showing teachers how to utilize Google Tools for online collaboration. Professional development is built into both the DIMP and CIMP which form the framework for teaching and learning districtwide.
	TF. V.B	12-Aug	18.6	Evaluate StarChart Results make recommendations for improving teaching and learning.	Most of our teachers are at high level 2 to mid level three. They utilize technology as a means to get their work done, but not so much as an integrated presentation tool; although they have been trained repeatedly. The inclusion of technology infused lessons withing CSCOPE provides them with ready exemplar lessons... I am seeing and hearing an increase in technology use.
	TF. V.C	12-Aug	57.2	Model the integration of data from multiple software applications advanced features of applications such as word processing, database, spreadsheet, communication, and other tools into a product and present it. I recorded several mini modules for teaching teachers "How-To" use Google Docs to accomplish tasks and frequently utilize video conferencing and webinars to receive professional development. I design the testing processes for TELPAS, deploy TELPAS assessments and help the counselor with online parts of her testing system management, setup the OnTrack online tutorial system for teachers, NovaNet, etc.	The AEIS data was analyzed during the course of my degree, it was compiled into a power point presentation and presented to the SBDM in December. That information was incorporated into the CIMP and DIMP and is being held for the beginning of the ERATE revision cycle. Mini lessons, AEIS data, and tech plan are all on the website. The Curriculum alignment tool CSCOPE, Project Share site, and many others integrate technology tools and research based learning models to improve teaching and learning for students and teachers. They are great!
	TF. V.D	12-Sep	72.92	Model and implement the use of telecommunications tools and resources to foster and support information sharing, remote information access, and communication between the staff, students, and parents.	I designed and redesigned the school web site during the course of the internship. However, Joomla 1.7, the new site was abandoned by the Joomla folds so I stopped working on that site. I am in the process of setting up a new server on which to house the new site. I maintain a blog and a wiki now too! http://pastartz.blogspot.com/ , https://pastartz.wikispaces.com/ . The current site has been updated to include the links to the many resources discovered during my lamar coursework. It also has links to CSCOPE, TxEis, and the new NovaNet site.
VI.	TF. VI.A	12-Aug	32.01	Establish and communicate clear rules, policies, and procedures to support legal and ethical use of technologies at the district/regional/state levels.	Acceptable Use and copyright are addressed in the STAFF and STUDENT acceptable use policies with sections that deal with copyright. Cyber safety were addressed in in-service. Teachers were given cybersafety lesson guides for use in their classes to address copyright and cybersafety.
	TF. VI.B	12-Aug	47.2	Communicate research on best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, etc.	Distributed links to the diverse learning resources discovered in my Lamar coursework. Hands-on workthrough the resources is needed at this time. CSCOPE exemplar lessons provide some resources for diverse populations and are built on the 5# model to better meet the needs of all learners.
	TF. VI.C	12-Aug	33.4	Communicate research on best practices related to applying appropriate technology resources to affirm diversity and address cultural and language differences. http://bookbuilder.cast.org , http://community.udl.org .	I have sent the links to these resources with links to the web site we developed as part of our coursework so the special ed staff can see examples of these tools within lessons.

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	TF. VI.D	12-Aug	55.6	Communicate research and establish policies to promote safe and healthy use of technology web page to provide access to educational technology blogs.	http://www2.fcisd.net/index.php?option=com_content&view=category&layout=blog&id=200&Itemid=10002&lang=en Is the district technology page with links out to the described information.
	TF. VI.E	12-Aug	25.3	Use research findings in establishing policy and implementation strategies to promote equitable access to technology resources for students and teachers. Analyze policy, update to improve learning strategies and promote equitable access.	The Acceptable use policies were analyzed as part of the annual update process. No changes appeared to be necessary. CSCOPE is revolutionizing teaching in Falls City, the network itself was completely overhauled over the summer to support modern instructional practices that integrate practices to meet diverse populations through the use of telecommunications technologies
VII.	TF. VII.A	12-Aug	460.8	Develop plans to configure....See plan for full text...	Plans and timelines were made last year to deploy windows 7 and fix existing drives. Both projects were dropped due to a motherboard glitch and the inability to move the drives at time that would not impact the up time of the network. The network was plagued with grmlins and suffered a near catastrophic hardware issue in the fall of 2011, and again in April 2012. Had to plan and deploy emergency repair and replacement procedures. Not quite finished, but getting there MAJOR undertaking that did not leave much time for anything else.
	TF. V.II.B	12-Aug	384.8	Investigate purchasing strategies, guidelines for budgetting, troubleshooting, maintenance, reporting of utilities expenditures. Design policies and procedures for staging, scheduling, and security for managing hardware, software, and related technologies in a variety of instructional and administrative best practices...see plan for full detail	I keep track of software, licensing, counts, disks, and users. An issue arose with ADOBE products last year, it was an opportunity to demonstrate legal and ethical behavior where software is concerned. I have many associated books, and research best practices prior to deployment of any kind. I email troubleshooting "How-To's", I would like to set up a help desk. Follow microsoft guidelines for procedures in network processes. Still reworking now that I have a helper.
	TF. V.II.C	12-Aug	161.5	Implement technology professional development at the school district level utilizing adult learning theory. See plan for full description	Professional development provided to staff during inservice is provided by educational professionals using appropriate practices....Learn Forward and CSCOPE training have been main agenda items for the last two years.
VIII.	TF. V.III.A	12-Sep	29.25	Communicate and apply principles and practices of educational research in educational technology. Utilize campus blog to communicate and apply practices and principles of educational research in educational technology throughout the year in projects	http://www2.fcisd.net/index.php?option=com_content&view=category&layout=blog&id=200&Itemid=10002&lang=en Is the district technology page with links out to the described information.
	TF. V.III.B	12-Sep	46.95	Describe social/historical foundations of education and how they relate to use of technology in schools. See plan for full details	Please see the technology plan and about us on district web site.
	TF. V.III.C	12-Sep	87	Discuss issues relating to building collaborations, alliances, and partnerships involving educational technology initiatives...See Plan for full details	Many, many hours spent working with telecommunications carriers, telephone company, county, and local governments to insure the technology infrastructure is maximized for the health, safety, and support of the community at an affordable price.
	TF. V.III.D	12-Sep	59.87	Design and lead in the implementation of effective group process related to technology leadership or planning. See plan for full details..	In a word --the CSCOPE deployment Process has re-opened lines of communication that have been faltering for a number of years. Teachers are conversing about the curriculum in a systemic effort to fill the learning gaps and provide FCISD students with an exemplary education by today's TEA standards. The process of preparing the infrastructure to better support CSCOPE was an emergency, but district purchasing guidelines were followed. It has been well thought out and executed in stages with very few problems once initial configuration issues were determined. It is working beautifully for the most part. My assistant and I are working out the details of best practices for handling network maintenance so that everything is well documented in the event of a failure. The tower went off during a storm this evening, so far it is not back up.... that could be a really bad sign....
	TF. V.III.E	12-Sep	24.8	Participate in a significant field-based activity involving experiences in instructional program development, professional development, facility and resource management, WAN/LAN/Wireless systems, or managing change related to technology use in school-based settings. See plan for full details.	
	Completed		2428.97		

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Princial Campus Supervised Activities					
Standard	Competency	Date Completed	Time Spent	Activity Description	Reflection
I	1		1.5	Invite relevant constituents, (e.g., students, parents, citizens), and lead this group to find consensus on the development of a district statement (TechPlanVision). Include the final vision statement and make any relevant recommendations for your district.	Multiple invitations to staff to utilize technology resources attend in-services, participate in grant opportunities. To community Tech.Committee members to review Acceptable use policies for students and staff. Technology use and availability at home survey. This activity is mentioned in appropriate monthly log and reflection posted on my wiki.
	2		8	Serve on strategic development, monitoring, or evaluation team for your district (Tech. Committee). Log you time and duties as part of the team. Cite significant learning and recommendations in the notebook.	I have worked with the principal, counselor, superintendent, teachers, and public to monitor campus and district improvement efforts, revising and maintaining each of the campus and district improvement plans. The process is documented in my monthly log and the learning reflection posted on my wiki
	3		8.5	Review the ways in which assessment data are used by the following: board of education, superintendent, faculty, staff, and community relations/ information department. Write a reflective statement about how the leader would seek to improve the use of assessment data in the district. See wiki and blog.	The school board utilizes assessment data to determine whether or not teachers are fulfilling their promised obligations to the district's student body. The Superintendent is in charge of carrying out the school boards directives in regard to faculty, staff, and community relations efforts. The process is documented in my monthly log and reflection posted on my wiki.
	4		1.75	Assist in conducting a staff development session. Survey a random sample of the participants about your presentation—its strengths and the areas needing improvement.	Cathy Stolle and I worked together to provide on-campus support for the August 2011 in-service sessions to prepare to teach to new STAAR standards. She and I also worked together to provide local support during and since CSCOE deployment in-services. I presented a section of CSCOE training to those who had previously used it in other districts, then worked with them afterward as they started putting their lessons together. The process is documented in my monthly log and reflection posted on my wiki.

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	5	6.5	In leading your selected project(Tech.Plan Rev.), include the steps you used in gaining consensus for your project plan. Include assessment of outcomes and areas for needed improvement	I provided copies of the existing plan to the site based decision committees in December 2011, asked them to read it, and if they had any suggestions for minor improvement and/or changes let me know; however, it was approved through June 2013. I also asked them to review the acceptable use policies, there were no changes. During the interim. This year the plan has to be revised for the next three year period: there are funds with which to accomplish major upgrades for the first time in years and we have a crop of new tech savvy parents indicating they want wireless throughout the campus and they want their children having 1:1 access to internet resources and tools for their daily classwork. We have composed a survey to find out what their internet and computer situations are at home, and will start building the plan and the budget from the ground up. Once the surveys are in and compiled. We will call a community Tech Plan Revision meeting. The process is documented in my monthly log and reflection posted on my wiki.
	6	0.5	During Tech.Committee meeting reviewing proposed plan/goal/vision updates, Practice: 1) Outlining Goals; 2)Problem definition; 3)Seeking information;4) Providing information; 5)Clarifying, 6) elaborating, & challenging viewpoints; 7)diagnosing progress; 8)Summarizing	This process was utilized during the meeting about the technology plan in Dec. 2011. The process is documented in my monthly log and reflection posted on my wiki.
II	7	0.5	Actively interview a person with experience in the textbook selection process. Interview is part of a homework assignment	I interviewed veteran teacher Debbie Wiatrek who had recently been through the High School English Adoption. They evaluated based upon content and whether or not all the materials were to be made available. They were promised just about everything they asked about, it took over a year to get the materials delivered. The interview was part of an embedded homework assignment and posted on my wiki.
	8	11.5	Work with supervisor(s) to schedule in-service for teachers. The process is part of my monthly log posted on my wiki.	Summer 2011, the superintendent and I worked together to devise a schedule for in-service. We found that starting in late April/early May and thereafter is too late. We discussed campus improvement needs: technology, professional development for STAAR assessment preparation, Cybersafety, health and safety issues, restraint, and GT training. I was given the task of procuring possible days and times, to work with local schedules. This year it was pretty much the same; however, I was only involved in the CSCOPE aspect of in-service. We worked to set up the initial training with Region 3 staff, attended the training, met Sept.11, 2012 to discuss our actual data, how CSCOPE is used to close the obvious gaps, and advised how we could best help teachers. The process is documented in my monthly log and reflection posted on my wiki.

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	9	2.5	Complete a student evaluation of the instruction and learning in one technology infused class. Summarize the data, and meet with a group of students to discuss the strengths, weaknesses, and recommendations for using the process.	I have observed many instances of technology infused classes; however, I have not formally evaluated one using an evaluation document. Most recently I observed the 8th grade English teacher completing her year with a research project that involved her students in researching their travel destination of choice, creating a travel plan, travel budget, travel brochure, and a power point to show case their planned trip. Students love it. demonstrated their technology
	10	1	Survey a school faculty on methods used to motivate students. Survey a sample of students soliciting methods that motivate them to perform in school.	This interview was part of an embedded assignment and is included in my embedded assignment logs and reflections on my wiki.
	11	16	Review the board policy on technology. Study the district Technology Plan. Review the degree of compliance between policy and the technology as well as the legal aspects regarding the legal use of software.	This was part of at least two different embedded assignments. It has been included in the appropriate course embedded logs and posted on the wiki and journalized in my blog.
	12	20	Gather and analyze the district/school, state TAKS results. Assess the current strengths and weaknesses in student achievement. Make recommendations for improvement in student performance on standardized tests. Include the assessment and recommendations in the the notebook.	This process begins in October each year as TAKS disaggregated data becomes available. The statistics are summarized into relevant tables and made part of the campus and district improvement plans. The fear of STAAR assessment results has driven professional development the last two years in a row. The raw data reviewed today with the Region Center consultant shows that while our teachers are getting at least half their students to acceptable performance levels on about half the objectives, gaps exist in the other half that must be address with the curriculum alignment tool, CSCOPE. In Service days have been scheduled for September 26th and 27th to show teachers the data, and hopefully get them more fully on board with the process. The reflection for this will be part of the final monthly report log posted on my wiki.
	13	4	With permission of the Academic UIL Sponsor, assist in the planning and supervising of the local UIL meets. Include a critique of the learning experience for the students involved in the notebook. The critique should address student motivations, discipline, and performance, as well as their relation to the overall education of the student.	Each year, I help the Academic UIL sponsor by planning the staging for scoring, grading, and tallying room. We have a spreadsheet we use, and sheets for the announcement of winners. Our academic UIL elementary meet is hosted locally, students help run and time the contests. It is a valuable management lesson in addition to the academic skills honed by those participating in the contests themselves. We have several students each year who participate each year and are eligible for academic UIL scholarship.
	14	28	Conduct a staff development activity. This activity should include planning, implementing, instructing, and evaluating. A copy of the agenda, relevant materials, and the evaluation will be included in the notebook.	I prepared and presented introductory information about the history of CSCOPE, and its purpose as well as how to log in and get started using the new user interface. The actual presentation lasted about thirty minutes, the hands-on work and support session lasted about two and half hours. This is documented and reflected upon in my blog.

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	15		6	<p>Meet with the counselor to discuss the changes in state assessments from TAKS to STAAR. Discover why the change is being made by reviewing pertinent TEA documents. Discuss the steps being taken to prepare teachers for the change in the testing format. Survey two teachers to assess their support or non-support of the change. Analyze the state that each person has reached, and recommend a means for moving the person to the next stage of change. Summarize your findings and recommendations and include them in the notebook.</p>	<p>We have had several meetings discussing the changes in the depth and breadth of content questions between TAKS and CSCOPE. We arranged for Professional Development to help them recognize the difference in the types of content knowledge being tested on CSCOPE in August 2011. Since the STAAR raw results arrived, district administration and teachers have been meeting informally and formally to discuss the best means to prepare teachers to meet student needs. We agreed curriculum alignment processes were dictated by the results, then decided the CSCOPE alignment tools were the best way to address and simplify the process as much as possible for teachers. The administrators are very frustrated by the sizable learning gaps, especially in light of the fact that teachers feel they are teaching way above standards. They believe in the process and the package, they are confident most teachers will rise to the challenge. Teachers are ready to reconcile what they had been teaching with what they should be teaching. This reflection should be on the wiki as well.</p>
	16		2	<p>Examine the district student acceptable use policy and provide an analysis of its strengths and weaknesses.</p>	<p>The current district policies were compared to policies across the state and templates sent out by TCEA. Ours included the correct language, and information as it was developed from the templates sent out by TCEA as soon as we found out the changes were being required. The board reviewed them and made note they reaccepted them. I believe this process was also an embedded assignment and you will find it in embedded assignment and/or field based activity logs.</p>
	17		1	<p>Participate in a career or educational program session with a counselor and a student. Include a critique of the session in the notebook.</p>	<p>The counselor and I have been working through the development of plans and processes to ensure our students have the most opportunities to participate in career and technology courses in a cohesive coherent sequence. We have arrived at a plan of action, several teachers will take the CTE101 training the appropriate staff will attend new STATE organizational CTE meetings.</p>

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III	18	2.5	<p>The counselor and I have been working through the development of plans and processes to ensure our students have the most opportunities to participate in career and technology courses in a cohesive coherent sequence. We have arrived at a plan of action, several teachers will take the CTE101 training the appropriate staff will attend new STATE organizational CTE meetings.</p>	<p>New Toshiba phone system- one handset in every room tied into the intercom system with personal voice mail for each person, and intercom capabilities. It seems easier to use than the previous system and is on a backup power supply so we retain service when the power goes out. 45 student workstations are three years old. 40 teacher workstations are 3.5 years old. Elementary lab computers are 5 years old. The student workstations run on windows XP,SP3. We have 3 copy machines with 1 district fax machine. We have a two camera surveillance system, and no modern security system. The main servers and network infrastructure was overhauled over the summer. The process is not quite complete, but performance is much improved! Teachers and students use the internet for classroom research, email for work, with minimal personal use. Most computer use is for the research, word processing, and presentation development. The plan is to refresh the high school labs, moving those computers to the elementary lab and the overflow and elementary lab computers into teacher's classroom to re-establish computer work centers in each classroom. This process has been well documented in my wiki.</p>
	19	0.5	<p>Review the procedures for the district opening and closing of the school year. Observe or take an active part in these procedures. Critique the effectiveness and major concerns of these procedures. Include the critique in the notebook.</p>	<p>AS the year closes out, teachers are requested to save their important files to flash drives, to delete old files, and email their technology inventory and ink used count list to the technology director. Teachers are asked to move cords up off the floor and label all of their equipment to ensure its safe return to their classroom. As school starts, teachers are requested to sent their inventory to technology director, and list any calculators they have checked out to students. Request any ink they might need immediately. It is faster than doing it by hand, but not by much.</p>
	20	2	<p>Meet with the Food Service Director. Review the job responsibilities and staff schedules. Shadow the Food Service director for a morning. Write a brief report summarizing the meeting and observation. Include the needs, concerns, and overall assessment of work performed in the notebook.</p>	<p>I have worked with three different Food Service directors over the last eighteen months. Their job is constantly evolving becoming harder to meet the requirements of new nutritional guidelines. They arrive early and leave early, beginning the cooking, cleaning, ordering, etc. processes very early. They utilize online ordering systems to purchase their foods and request commodities. The first Food Service directory was interviewed in May 2011 as part of an embedded assignment. I believe it and the reflection are posted on the web.</p>

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	21	4	With the permission of the director, observe one bus driver during a co-curricular trip. A summary of the observations and any recommendations will be included in the notebook.	I observed the bus driver during the course of a Friday night co-curricular band trip to Wimberly. The bus driver was courteous, but mindful of passenger safety and the traffic laws. She takes her job very seriously.
	22	0.5	See Skill Standard III, #20	I have worked with three different Food Service directors over the last eighteen months. Their job is constantly evolving becoming harder to meet the requirements of new nutritional guidelines. They arrive early and leave early, beginning the cooking, cleaning, ordering, etc. processes very early. They utilize online ordering systems to purchase their foods and request commodities. The first Food Service directory was interviewed in May 2011 as part of an embedded assignment. I believe it and the reflection are posted on the web.
	23	1	Meet with the Superintendent concerning the District staffing plan as it relates to recruitment, selection, induction, compensation, evaluation, and dismissal of personnel. Include a summary of the interview in the notebook.	This activity was part of an embedded assignment and the interview is included in the embedded activity log on my wiki. Her plan is to hire highly qualified staff, to provide an equal opportunity work place, the resources each teacher needs to do their job well. Limited funds in June 2011 made it difficult to hire needed staff. She must keep pertinent records to determine whether or not dismissal is warranted.
	24	8	Complete the budget planning process for district educational technology. Include an overview of the Technology Budget Process and include any recommendations in the notebook.	In planning for a very limited budget last year, I summarized the previous expenses and quantities of consumables used, the obligations for essential licensing agreements, essential equipment replacements and ink into a spreadsheet and turned it in. I did the same thing this year, but requested funds be set aside for the deployment of a wireless network and new computers for the lab. I used very rough
IV	25	0.5	Interview the person involved in district public relations. The interview should include strategies for effective communication to and from the community and the issue of community politics. A summary of the interview will be included in the notebook.	The public relations person, collects campus news, and photos of campus events weekly in an effort to document and publicize activities within the community. She has a publication schedule and sometimes gets very frustrated with her class schedule and timelines.
	26	1.5	Observe a meeting of the site based council. Assess the role of parents in the process, and provide any recommendations for increasing the effectiveness of their role. The agenda, outcomes of the meeting and recommendations will be included in the notebook.	I observed and participated in two meetings during my internship. Parents take on an active role bringing community suggestions for campus improvements to the attention of the committee. The committee determines whether or not they get sent on to the school board for action. I believe they were documented in the embedded assignments. This committee led the movement to build and remodel concession stands and restrooms over the last couple of years.

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	27	1	Examine and evaluate the school library with regard to resources that address the heritage and values of culturally diverse populations. Include a copy of the evaluations and recommendations in the notebook.	Our library has literature about most of the cultures I have ever heard of. All books are treated the same, there are books about culturally diverse populations in the library.
	28	1	Compile a list of social agencies that are available to help and support the students, faculty and administration. The list of agencies and the major services they provide will be included in the notebook.	Texas Education Agency, Child Protective Services, Region Three Education Service Center, Region Twenty Education Service Center, The Department of Health and Human Services, Student Financial Aid, Goliad Special Education Co-Op. US Dept. of Housing and Public Housing Assistance for the Homeless. These are self-explanatory and will be posted as part of the project.
V	29	5	Obtain a copy of the job description and evaluation instrument used for the position of study. Analyze the correlation between the requirements listed in the job description and the performance standards of the evaluation and the analysis will be included in the notebook.	Job descriptions provide a broad overview of the job, and is not in any way complete. This was completed in the human resources class in May 2011 and part of an embedded assignment.
	30	0.5	In the management of the technology program, cite any relevant historical background. List one or more significant educational philosophies that would support the project goal. This information will be included in the background section of the project report.	In considering the CSCOPE project, it was very important to consider the communities expectations and culture of excellence. Teachers, students, and families are very competitive and view the change in STAAR assessments as a surmountable (with training, persistence, and materials) task. "Learning For All Whatever it Takes!" and "Keep the main thing the main thing, the students we so proudly serve." ... See the CSCOPE Action Research Report.
	31	1.5	Following the completion of your local project, consider the ethical beliefs that guided each of your actions. Discuss these beliefs with others involved in the project. Include feedback and any recommendations in the notebook.	In completing my project, I had to carefully consider the information I included in the report to be sure it was accurate and accurately presented. I worked hard to keep true to both premises.
	32	0.5	Converses in a positive and pleasant manner; Avoids interrupting others; Promptly gets back to others with concerns or needs; Shares information with others who need to know; Accepts criticism; Avoids being defensive when challenged; Shares self with others; Seeks to know and understand others; When Leading Meetings: Encourages others to participate; Acknowledges feelings and values within the group; Eases tensions when they occur; attempts to resolve conflicts constructively.	I think I mostly do these things. I do sometimes get defensive when challenged, but I have been working on that. I now have a subordinate staff member, I am attempting to locate proper network protocol to ensure we do it right.

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	33	1	Review the board training requirements and the role of the superintendent in this process. A summary of the requirements, process, and the superintendent's role will be included in the notebook.	The school board must attend the "Team of Eight" trainings each year. They have two or three trainings locally via video conference and attend one training in Austin. The superintendent manages the meeting arrangements, presents the planned agenda and provides school board members with anything they might need.
	34	1	Highlight the requirements and procedures involved in writing, budgeting, and submitting the E-RATE grant application. Include a copy of the 470 Application, 471 Application, 486 – Receipt of services, Request for Reimbursement, the TechPlan, and the budget in the notebook.	The ERATE process starts earlier than it used to, I believe the early submission Window now opens in September. Review the technology plan, then complete and submit the 470 which is a brief outline of the services that will be sought on the final application in March. It has to be specific enough to procure quotes on the needed telecommunications items. Work with Lunchroom staff to monitor free and reduced lunch counts and with PEIMS staff to determine the attendance rate. As soon as feasible, post the 470 RFP with enough specificity to get accurate and complete quotes for telecommunications items. The last day to submit a 470 is 30 days prior to the closing of the 471 submission window. Get appropriate quotes and counts, complete the application, as you submit the bills for the first 6 months for reimbursement and be sure teachers have completed their annual Star Chart assessments, while updating the technology plan, as necessary depending on the budget and 3 year cycle stage. Submit the Plan to the School Board for review and approval. Then submit the 471 in March, submit the updated Tech Plan by June 1. On July 1, submit the 486 for all services received and or ordered and submit the bills for reimbursement for the last half of the previous cycle. I believe this was already embedded into an assignment, if not, it will be included on my wiki in this assignment.

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	35	1	<p>Choose a current issue at your district. Find at least two persons on either side of the issue. Meet with the chosen persons in a group or individually to ascertain the goals for each side. Ensure that each side understands the goals of the other side. Develop a list of concerns. Meet with both sides to reach consensus on the new proposal or plan. Include the goals, list of concerns, and consensus on goals in the notebook. Include any recommendation for the school/district concerning the issue.</p>	<p>The CSCOPE issue is proving very interesting. There are teachers who say they already teach at a very advanced level and they don't need CSCOPE, it is just complicating things. There are teachers that like it and think it is helpful, and there are still others who think it will be a valuable tool; however, they are just very overwhelmed by the process. I have been meeting with the teachers and administration; I see both sides of their argument. Things are getting pretty heated. The administration has seen the data, it reveals definite teaching and learning gaps. CSCOPE is a valid research based curriculum alignment tool, it is a disturbing process to move from one type of assessment to a new one. CSCOPE is the means to make the process much more manageable. I think we just have to stick with it and be sure our teachers follow the timelines</p>
	36	1	<p>Compile a list of current issues that affect teaching and learning. Use research literature and perspectives from administrators, teachers, students, and parents in compiling the list. Assess the degree of Importance and urgency for each issue. The role of the Principal in the wake of below. New Texas assessment standards; effect of EOc on student achievement, tremendous funding reductions, pressure to move all testing to online formats, online network security, CyberSafety/Ethics, Pressure to move to digital textbooks, 1:1 device:student ratios, replace/supplement wired with wireless infrastructure, cloud computing, and REDUCED Funding</p>	<p>My research based solution to the testing issues facing not only our school, but every school in the state is the Curriculum alignment tool, CSCOPE. Our infrastructure has been greatly improved; I think it can support the creation of a local cloud and a wireless network to support 1:1 computing. The challenge is to implement those initiatives over the next few months. Our curriculum must be aligned in order for student performance to improve; our network infrastructure must be improved in order to support online testing; the number of newer faster computers will improve the student testing process.</p>
	37	0.5	<p>Contact several principals and compile a list of associations, service organizations, and local, state, and federal agencies that provide expert service to principals. Which of the above are the most helpful when it comes to: the principals role in the implementation of the education technology program, its budget (effect of funding reductions), the degree of integration of technology infused instruction, required technology integration professional development, professional development training, conference policy, course offerings, online assessment decisions, staffing considerations and staffing evaluation processes. List them and service area.</p>	<p>I have really enjoyed the resources that ASCD and District Administration make available for principals. These are the journals I hear them discuss most often.</p>

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	38		0.5
	Completed		154.25

Compile a list of books, publications, training manuals, and district or state publications used or recommended for the position of Principal / Educational Technology Leader. This list should include resources of the highest quality and relevance to the position and educational technology leadership.

The list would have to include the TeXes test preparation manual. ISTE's Technology Facilitation and leadership Standards Book. Web 2.0 How –To for educators, District Administration, Examining What We Do To Improve Our Schools by Harris, Edmonson, and Combs.,etc... The list will appear in the wiki by virtue of its inclusion here

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